

IDAHO CONTENT STANDARDS

KINDERGARTEN

LANGUAGE ARTS

Standard 1: Reading Process

Students apply oral language skills to develop reading skills and to recognize that print represents spoken language through exposure to a variety of grade-level-appropriate expository and literary text. Students demonstrate understanding of book and print awareness. Students develop automaticity in letter identification and link the letters to sounds. Students manipulate sounds in spoken words and apply this skill to reading.

Goal 1.1: Acquire Concepts About Print

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.1.1.1 Hold a book right side up and turn pages in the correct direction.
- K.LA.1.1.2 Track or follow print when listening to a familiar text being read.
- K.LA.1.1.3 Follow words from left to right and from top to bottom on the printed page.
- K.LA.1.1.4 Identify the difference between a letter, a word, and a sentence.
- K.LA.1.1.5 Show the one-to-one correspondence between a spoken word and a printed word.
- K.LA.1.1.6 Recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.1.2.1 Show that print represents spoken language and conveys meaning (e.g., his/her name, environmental print such as signs, school and classroom labels).
- K.LA.1.2.2 Name the parts of a book, including front cover, back cover, and title. [\(671.01.h\)](#)

Goal 1.3: Acquire Phonological Awareness Skills

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.1.3.1 Identify spoken words that rhyme (e.g., run, sun versus run, man). [\(671.01.b\)](#)
- K.LA.1.3.2 Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?). [\(671.01.b\)](#)
- K.LA.1.3.3 Orally produce groups of words that begin with the same initial sounds.
- K.LA.1.3.4 Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).
- K.LA.1.3.5 Blend spoken phonemes (CVC) to form single syllable words (e.g., /d/.../o/.../g/... makes dog) and tell what word is made. [\(671.01.d\)](#)
- K.LA.1.3.6 Identify the initial and final sounds (not the letter) of a spoken word. [\(671.01.g\)](#)
- K.LA.1.3.7 Segment one-syllable words into its phonemes (e.g., using manipulatives to mark each phoneme).
- K.LA.1.3.8 Identify the number of syllables in a word.

Goal 1.4: Acquire Decoding Skills Using Word Parts

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.1.4.1 Match vowel and consonant sounds to appropriate letters. (671.01.f)

Goal 1.5: Acquire Decoding Skills Using Syllabication

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.1.5.1 Name upper and lowercase letters. (671.01.e)

Goal 1.6: Acquire Decoding Skills Using Context

No objectives at this grade level.

Goal 1.7: Acquire Fluency

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.1.7.1 Read at least 25 one-syllable high frequency words.

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.1.8.1 Classify common words in to basic categories.
- K.LA.1.8.2 Explain word meaning from the context in which the word is used (spoken or written).
- K.LA.1.8.3 Use words and concepts necessary for understanding math, science, social studies, and other Kindergarten content area text.

Standard 2: Comprehension/Interpretation

Students demonstrate comprehension through a variety of responses when listening to or viewing expository or literary text. Students acquire new vocabulary through listening to an assortment of read aloud text and can sort familiar words into basic categories. Students make predictions based on text features and derive meaning from text. Students identify basic elements of a story. Students determine whether a story is reality or fantasy.

Goal 2.1: Acquire Strategies and Skills for Comprehending Text

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.2.1.1 Tell the purpose for reading text.
- K.LA.2.1.3 Connect the information and events in texts to self.
- K.LA.2.1.4 Use picture clues and context to aid comprehension.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.

- K.LA.2.2.2 Respond appropriately to questions based on fact in expository text, heard or read.
- K.LA.2.2.3 Identify and sequence information from expository text into correct order using picture clues.
- K.LA.2.2.4 Follow two-or-three step directions using picture clues.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.2.3.1 Explain why a story that is heard or read is real or imaginary.
- K.LA.2.3.2 Orally identify the characters in a story that is read aloud.
- K.LA.2.3.3 Orally identify the setting in a story read aloud.
- K.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end. ([671.03.a](#); [671.03.b](#))

Standard 3: Writing Process

Students begin to learn the first two steps (prewriting, drafting) in the writing process. Students engage in prewriting activities that help them generate ideas through class discussion. Students engage in drafting activities when they tell stories for someone to write. Students draft stories using pictures and/or letters and words.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.3.1.1 Participate in generating ideas using pre-writing strategies (e.g., whole class discussion).
- K.LA.3.1.2 Draw a picture about a story idea generated through discussion.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.3.2.1 Use ideas generated in prewriting to write a class draft.

Goal 3.3: Acquire Skills for Revising a Draft

No objectives at this grade level.

Goal 3.4: Acquire Skills for Editing a Draft

No objectives at this grade level.

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.3.5.1 Publish and illustrate draft with assistance.
- K.LA.3.5.2 Share writing with intended audience.

Standard 4: Writing Applications

Students draw pictures and write for a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, and literary response.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.4.1.1 Participate in creating narratives by dictating, drawing, or writing. (672.03.a)
- K.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.4.2.1 Participate in creating written communications (e.g., message, graphs) by dictating, drawing, or writing.

Goal 4.3: Acquire Persuasive Writing Skills

No objectives at this grade level.

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.4.4.1 Respond orally to identify a connection between the text and self.
- K.LA.4.4.2 Respond orally to a text read aloud.

Standard 5: Writing Components

Students begin to learn the components of written English. Components include handwriting, spelling, sentence structure, and conventions.

Goal 5.1: Acquire Handwriting Skills

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.5.1.1 Write upper and lowercase letters of the alphabet. (681.01.a)

Goal 5.2: Acquire Spelling Skills

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.5.2.1 Spell correctly first name.
- K.LA.5.2.2 Use invented spelling to spell independently.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.5.3.1 Write left to right, top to bottom, with appropriate spaces between words.

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.5.4.1 Use capital letter in first name.

Standard 6: Communication

Students listen and respond to oral communication. Students speak clear and coherent sentences. Students name and describe objects and their attributes as well as describe people. Students deliver brief oral presentations about familiar experiences or interests. Students use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.

Goal 6.1: Acquire Listening Skills

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.
- K.LA.6.1.2 Listen for specific answers in order to respond to questions. (673.03.a)
- K.LA.6.1.3 Listen to understand and follow one and two-step spoken directions. (673.04)
- K.LA.6.1.4 Listen to acquire information from a variety of sources.

Goal 6.2: Acquire Speaking Skills

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.6.2.1 Share information and ideas, speaking in complete, coherent sentences.
- K.LA.6.2.2 Name and describe two to three objects that are related to a concept:
- Name the object.
 - Name the category in which the object belongs.
 - Name the function(s) of the object.
 - Name the attributes.
 - Make comparisons.
- K.LA.6.2.3 Recite short poems, rhymes, and songs.
- K.LA.6.2.4 Tell an experience or creative story in a logical sequence. (674.03.a)

Goal 6.3: Acquire Viewing Skills

Objective(s): By the end of Kindergarten, the student will be able to:

- K.LA.6.3.1 Demonstrate awareness of different media. (675.01.a)
- K.LA.6.3.2 Demonstrate understanding of the main idea of media presentations. (675.01.b)
- K.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations. (675.03.a)

**IDAHO CONTENT STANDARDS
GRADE 1
LANGUAGE ARTS**

Standard 1: Reading Process

Students decode regularly spelled two-syllable words fluently by applying their knowledge of basic phonic concepts. Students blend and segment phonemes and identify the number of syllables in a word. Students use decoding skills to acquire and apply new vocabulary in all grade-level content areas. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

Goal 1.1: Acquire Concepts About Print

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.1.1 Match oral words to printed words (e.g., pointing to print as one reads).
- 1.LA.1.1.2 Locate information using alphabetical order to the first letter.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.2.1 Practice reading environmental print with assistance (e.g. signs, symbols). [\(680.05.b\)](#)
- 1.LA.1.2.2 Locate and identify the title, author, and illustrator and table of contents of a book or reading selection. [\(680.04.a\)](#)
- 1.LA.1.2.3 Read simple graphs, charts, and diagrams.

Goal 1.3: Acquire Phonological Awareness Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.3.1 Identify, first, middle, and last sound in a word.
- 1.LA.1.3.2 Add, delete, or change initial sounds to make words. [\(680.01.j\)](#)
- 1.LA.1.3.3 Blend two to four phonemes into recognizable words. [\(680.01.i\)](#)
- 1.LA.1.3.4 Count the number of syllables in a spoken word.

Goal 1.4: Acquire Decoding Skills Using Word Parts

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.4.1 Match vowel and consonant sounds to all letters. [\(670.01.f\)](#)
- 1.LA.1.4.2 Read abbreviations appropriate to grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.

Goal 1.6: Acquire Decoding Skills Using Context

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.

Goal 1.7: Acquire Fluency

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.7.1 Read at least 150 regular and irregular sight words fluently. ([680.01.n](#))
- 1.LA.1.7.2 Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.1.8.1 Identify the meaning of words by using common inflectional endings (e.g. s, ed, ing).
- 1.LA.1.8.2 Identify common antonyms, synonyms, and homonyms.
- 1.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text.
- 1.LA.1.8.4 Use personal and picture dictionaries to confirm and determine meanings of unfamiliar words.

Standard 2: Comprehension/Interpretation

Students begin to read and analyze a variety of grade-level-appropriate literary and expository texts. Students identify topics of text heard or read and answer questions. Students identify plot and describe characters in stories heard or read and sequence a series of events from the story. Students apply their knowledge of the purpose and structures of expository and literary text to understand content. Students determine if a literary selection is reality or fantasy.

Goal 2.1: Acquire Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.2.1.1 Tell the purpose for reading text.
- 1.LA.2.1.2 Participate in connecting the information and events in texts to self and to the world.
- 1.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.
- 1.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read. ([680.01.p](#); [680.03.c](#); [680.03.d](#))
- 1.LA.2.2.3 Identify facts and sequence important information from expository text into correct order using pictures clues.

- 1.LA.2.2.4 Follow one-step written directions.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.2.3.1 Explain whether a literary selection, heard or read, is fiction or nonfiction. (680.03.a)
- 1.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud. (680.02.a)
- 1.LA.2.3.3 Identify the setting in a story heard or read aloud.
- 1.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end. (680.03.b)

Standard 3: Writing Process

Students begin to learn the five steps in the writing process. Students engage in generating writing topics, planning writing, and drafting. Students revise and edit before publishing their original piece of writing. Students practice all five steps of the writing process for multiple pieces of writing.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.3.1.1 Participate in generating ideas using pre-writing strategies (e.g., sketching). (681.01.b)
- 1.LA.3.1.2 Participate in identifying the main idea.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea.

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.3.3.1 Revise writing by adding, substituting, or retelling text.

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.3.4.1 Edit the draft for errors in beginning capitalization and ending punctuation. (681.02.e)

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.3.5.1 Publish and illustrate draft with assistance.

- 1.LA.3.5.2 Share writing with intended audience.

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students write about real events and familiar topics. Students write multiple types of functional text to communicate meaning. Writing modes include expressive, expository, and literary response. (681.01.d)

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.4.1.1 Write narratives based on personal experience.
- 1.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.4.2.1 Participate in writing to communicate (e.g., thank you notes, invitations, posters).
- 1.LA.4.2.2 Participate in writing brief explanations or observations of real objects, persons, places, events, or processes.

Goal 4.3: Acquire Persuasive Writing Skills

No objectives at this grade level.

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.4.4.1 Participate in writing or drawing a response that identifies a text to self, text to world, and/or text to text connection.
- 1.LA.4.4.2 Participate in writing or drawing a response to a literature selection that identifies the main characters.

Standard 5: Writing Components

Students use the conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an initial capital letter and an end mark. Students print legibly and begin to spell common grade-level-appropriate words correctly.

Goal 5.1: Acquire Handwriting Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.5.1.1 Print legibly.

Goal 5.2: Acquire Spelling Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.5.2.1 Spell correctly Grade 1 high-frequency words.

- 1.LA.5.2.2 Use invented spelling to spell independently.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.5.3.1 Write a complete sentence with words spaced appropriately. (681.01.a)
- 1.LA.5.3.2 Identify nouns and verbs.

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.5.4.1 Capitalize the first word in a sentence, names of people, and the pronoun I.
- 1.LA.5.4.2 Use periods at the end of sentences, and identify question marks and exclamation points.

Standard 6: Communication

Students listen critically and respond appropriately to oral communication. Students speak in a manner that guides the listener to understand important ideas by using proper grammar. Students deliver brief oral presentations about familiar experience or interests that are organized around a coherent topic. Students use skills of viewing to effectively understand and comprehend visually presented grade-level-appropriate information. Students use visual elements to produce visual presentations.

Goal 6.1: Acquire Listening Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker. (682.01.a)
- 1.LA.6.1.2 Listen for specific answers in order to respond to questions. (682.01.c)
- 1.LA.6.1.3 Listen and follow one and two-step oral directions.
- 1.LA.6.1.4 Listen to acquire information from a variety of sources.

Goal 6.2: Acquire Speaking Skills

Objective(s): By the end of Grade 1, the student will be able to:

- 1.LA.6.2.1 Ask questions for clarification and understanding.
- 1.LA.6.2.2 Give, restate, and follow simple two-step directions.
- 1.LA.6.2.3 Stay on topic when speaking. (683.01.a)
- 1.LA.6.2.4 Recite short poems, rhymes, and songs.
- 1.LA.6.2.5 Use descriptive words when speaking about people, places, things, and events.

Goal 6.3: Acquire Viewing Skills

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.LA.6.3.1 Demonstrate awareness of different media.
- 1.LA.6.3.2 Demonstrate understanding of the main idea of media presentations. (684.01.b)

1.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations. ([684.03.a](#))

**IDAHO CONTENT STANDARDS
GRADE 2
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students decode regular two and three-syllable words and identify and use regular plural words. Students understand and explain common synonyms and antonyms, simple multiple-meaning words, and apply the meanings of common prefixes and suffixes to decode and determine the meaning of unknown words. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

Goal 1.1: Acquire Concepts About Print

Objective(s): By the end of Grade 2, the student will be able to:

- 2.LA.1.1.1 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.
- 2.LA.1.1.2 Locate information using alphabetical order to the second letter.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 2, the student will be able to:

- 2.LA.1.2.1 Identify different kinds of texts types.
- 2.LA.1.2.2 Identify titles, tables of contents, and chapter headings to locate information.
- 2.LA.1.2.3 Use information from simple graphs, charts and diagrams.

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

Objective(s): By the end of Grade 2, the student will be able to:

- 2.LA.1.4.1 Use word patterns and/or word families to decode words in isolation and in context. (698.01.a)
- 2.LA.1.4.2 Read abbreviations appropriate to grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

Objective(s): By the end of Grade 2, the student will be able to:

- 2.LA.1.5.1 Identify chunks or small words to decode two and three syllable written words. (689.01.c)

Goal 1.6: Acquire Decoding Skills Using Context

Objective(s): By the end of Grade 2, the student will be able to:

- 2.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.

Goal 1.7: Acquire Fluency

Objective(s): By the end of Grade 2, the student will be able to:

- 2.LA.1.7.1 Read at least 300 regular and irregular sight words fluently. (689.01f)
- 2.LA.1.7.2 Read aloud Grade 2 text fluently with at least 94 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 2, the student will be able to:

- 2.LA.1.8.1 Identify simple prefixes, and contractions suffixes to determine the meaning of unknown words. (689.01.e)
- 2.LA.1.8.2 Identify common antonyms, synonyms, and homonyms to determine meaning of words.
- 2.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 2 content area text.
- 2.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. (689.04.a)

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts, and are able to state the purpose for reading. Students use a variety of comprehension strategies to understand material that may be used to answer specific questions or gather information. Students identify and describe literary elements and author's purpose. Students identify words that the author selects to create a rich auditory and/or visual experience. Students identify differences between fiction and nonfiction.

Goal 2.1: Acquire Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 2, the student will be able to:

- 2.LA.2.1.1 Tell the purpose for reading different kinds of text, including paragraphs. (689.02.a; 689.03.f)
- 2.LA.2.1.2 Participate in connecting the information and events in texts to self, to the world, and to other texts.
- 2.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 2, the student will be able to:

- 2.LA.2.2.1 Identify the main idea, problem and solutions in expository text to support comprehension.

- 2.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read. (689.03.d)
- 2.LA.2.2.3 Identify facts and sequence important information from expository text into a logical order to retell facts.
- 2.LA.2.2.4 Follow two-step written directions.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 2, the student will be able to:

- 2.LA.2.3.1 Identify differences in fiction or non fiction. (689.03.f)
- 2.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud. (689.03.b)
- 2.LA.2.3.3 Identify the setting in a story heard or read aloud. (689.03.b)
- 2.LA.2.3.4 Retell basic plots of literary text. (689.02.a)

Standard 3: Writing Process (690.01.a, d)

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students organize information during prewriting. Students write compositions that relate to a central idea and contain supporting details. Students logically sequence information and revise drafts to improve audience understanding.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.3.1.1 Generate ideas using prewriting strategies (e.g., journaling). (690.01.a)
- 2.LA.3.1.2 Identify the main idea.
- 2.LA.3.1.3 Identify strategies for planning and organizing writing.
- 2.LA.3.1.4 Identify an appropriate writing format for audience. (690.01.d)

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. (690.01.a)

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.3.3.1 Revise writing by adding, substituting, or retelling text.
- 2.LA.3.3.2 Identify and add details to enhance audience understanding.
- 2.LA.3.3.3 Use strategies to guide the revision process, (e.g., peer conference, teacher conference, rubrics).

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.3.4.1 Edit the draft for errors in simple spelling, capitalization, and punctuation.

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.3.5.1 Publish and illustrate draft. [\(690.01.a\)](#)
- 2.LA.3.5.2 Share writing with intended audience. [\(690.03.b\)](#)

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students begin to write paragraphs with a main idea and related details. Students write personal experiences, narratives, friendly letters, and text summaries. Students write in a variety of modes including expressive, expository, and literary response.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.4.1.1 Write narratives based on personal experience that contain a main idea. [\(690.03.a\)](#)
- 2.LA.4.1.2 Write simple rhymes, poems, or songs. [\(690.03.b\)](#)

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.4.2.1 Participate in writing a friendly letter. [\(690.01.d\)](#)
- 2.LA.4.2.2 Write brief explanations or observations of real objects, persons, places, events, or processes.

Goal 4.3: Acquire Persuasive Writing Skills

No objectives at this grade level.

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.4.4.1 Write or draw a response that identifies a text to self, text to world, and/or text to text connection.
- 2.LA.4.4.2 Write or draw a response to a literature selection that identifies the characters, setting, and main idea.

Standard 5: Writing Components

Students use the conventions of written language appropriate to this grade level. Students identify and correctly use nouns and verbs. Students correctly spell words with a common spelling pattern.

Goal 5.1: Acquire Handwriting Skills

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.5.1.1 Print with functional speed and maintain legibility. (690.01.b)

Goal 5.2: Acquire Spelling Skills

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.5.2.1 Spell correctly Grade 2 high-frequency words. (690.02.a)
- 2.LA.5.2.2 Spell correctly Grade 2 phonetically regular words with common spelling patterns. (690.02.a)
- 2.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.5.3.1 Identify the difference between an incomplete and a complete sentence. (690.02.a)
- 2.LA.5.3.2 Use correct subject verb agreement in simple sentences. (690.02.a)

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.5.4.1 Use capital letters for proper nouns. (690.02.a)
- 2.LA.5.4.2 Use ending punctuation, including question marks and exclamation points. (690.02.a)

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Goal 6.1: Acquire Listening Skills

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.6.1.1 Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).
- 2.LA.6.1.2 Listen for answers to specific questions from information presented orally. (691.03.a)
- 2.LA.6.1.3 Listen and follow multiple-step oral directions.
- 2.LA.6.1.4 Listen to acquire information from a variety of sources. (691.01.b)

Goal 6.2: Acquire Speaking Skills

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.6.2.1 Ask for clarification and explanation of stories and ideas.

- 2.LA.6.2.2 Paraphrase information that has been shared orally by others.
- 2.LA.6.2.3 Stay on topic when speaking.
- 2.LA.6.2.4 Retell stories or experiences that follow a logical sequence of events. [\(692.02.a\)](#)
- 2.LA.6.2.5 Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class). [\(692.01.a\)](#)

Goal 6.3: Acquire Viewing Skills

Objective(s): By the end of the Grade 2, the student will be able to:

- 2.LA.6.3.1 Demonstrate awareness of different media.
- 2.LA.6.3.2 Determine main concepts and details from information viewed. [\(693.01.b\)](#)
- 2.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations. [\(693.03.a\)](#)

**IDAHO CONTENT STANDARDS
GRADE 3
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.

Goal 1.1: Acquire Concepts About Print

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.1.1.1 Use print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. [\(698.05.c\)](#)
- 3.LA.1.1.2 Locate information using alphabetical order past the second letter. [\(698.01.i\)](#)

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.1.2.1 Identify text types and formats of various kinds of text.
- 3.LA.1.2.2 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.
- 3.LA.1.2.3 Use graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text. [\(698.05.b\)](#)

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.1.4.1 Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound association to read new words. [\(689.01.d\)](#)
- 3.LA.1.4.2 Read abbreviations appropriate to grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.1.5.1 Decode using syllable types and syllable patterns to decode words with 2-4 syllables. [\(698.01.a\)](#)

Goal 1.6: Acquire Decoding Skills Using Context

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.1.6.1 Use context clues to aid in decoding of new words. (698.01.e)

Goal 1.7: Acquire Fluency

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.1.7.1 Fluently read at least 450 regular and irregular sight words.
- 3.LA.1.7.2 Read aloud Grade 3 text fluently from at least 120 correct words per minute.
(see Idaho Reading Indicator fall to spring benchmarks).

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.1.8.1 Use knowledge of base words, common prefixes and suffixes to determine meaning of unknown words in isolation and in context. (698.01.i)
- 3.LA.1.8.2 Identify synonyms, antonyms, homophones, and homographs to determine the meaning of words in context. (698.01.h)
- 3.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text.
- 3.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. (698.05.a)

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.

Goal 2.1: Acquire Strategies and Skills for Comprehending Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.2.1.1 Tell the purpose for reading various kinds of text (e.g., textbooks, newspapers, instructional manuals, novels, essays).
- 3.LA.2.1.2 Connect the information and events in texts to self, to the world, and to other texts.
- 3.LA.2.1.3 Draw simple conclusions based on information gathered from text. (698.01.n)

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.2.2.1 Identify cause-effect, compare-contrast, and descriptions that support comprehension.
- 3.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.
(698.04.b)

- 3.LA.2.2.3 Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts. (698.01.p)
- 3.LA.2.2.4 Follow simple multi-step written directions.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.2.3.1 Identify different genres of literature (e.g., fables, fairy tales, poetry, folktales). (698.02.a)
- 3.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. (698.03.b)
- 3.LA.2.3.3 Identify all aspects of the setting (e.g., time of day, place, year). (698.03.b)
- 3.LA.2.3.4 Identify plots in literary text. (698.03.b)
- 3.LA.2.3.5 Orally identify narrator (point of view) of a story.
- 3.LA.2.3.6 Identify the lesson of a fable or folktale (theme).
- 3.LA.2.3.7 Identify common idioms.

Standard 3: Writing Process

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.3.1.1 Generate ideas using prewriting strategies (e.g., graphic organizers).
- 3.LA.3.1.2 Generate the main idea.
- 3.LA.3.1.3 Plan writing using organizational strategies (e.g., graphic organizer, chart).
- 3.LA.3.1.4 Identify an appropriate writing format for purpose and audience. (699.01.c)
- 3.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.3.3.1 Revise draft for meaning.
- 3.LA.3.3.2 Revise draft by adding details to enhance audience understanding.
- 3.LA.3.3.3 Identify words and sentences that need to be rearranged to clarify meaning.
- 3.LA.3.3.4 Use literary models to refine writing style.
- 3.LA.3.3.5 Use strategies to guide the revision process.

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.3.4.1 Edit the draft using a simple editing checklist.

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.3.5.1 Publish and illustrate draft.
- 3.LA.3.5.2 Share writing with intended audience. ([699.03.b](#))

Standard 4: Writing Applications

Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.4.1.1 Write short narratives with a logical sequence of events that include a beginning, middle, and end.
- 3.LA.4.1.2 Write rhymes, poems, or songs that include sensory details. ([699.01.b](#))

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.4.2.1 Write a friendly letter and correctly address the envelope.
- 3.LA.4.2.2 Write an expository paragraph that contains a main idea and supporting details. ([699.02.b](#))

Goal 4.3: Acquire Persuasive Writing Skills

No objectives at this grade level.

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.
- 3.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot.

Standard 5: Writing Components ([699.02.a](#))

Students use the conventions of written language appropriate to this grade level. Students write legibly in cursive. Students write complete declarative, imperative, interrogative, and exclamatory sentences.

Goal 5.1: Acquire Handwriting Skills (691.01.b)

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.5.1.1 Write legibly in cursive. (699.01.b)

Goal 5.2: Acquire Spelling Skills

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.5.2.1 Spell correctly Grade 3 high-frequency words. (699.02.a)
3.LA.5.2.2 Spell correctly Grade 3 phonetically regular words with common spelling patterns. (699.02.a)
3.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. (699.02.a)

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.5.3.1 Identify and use three types of sentences (exclamatory, declarative, and interrogative).
3.LA.5.3.2 Use past and present verb tenses, including irregular verbs.

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.5.4.1 Capitalize proper nouns, titles, and holidays. (699.02.a)
3.LA.5.4.2 Use commas in:
 - series (699.02.a)
 - dates (699.02.a)
 - addresses (699.02.a)
 - letters (699.02.a)

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Goal 6.1: Acquire Listening Skills

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.6.1.1 Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). (700.03.a)
3.LA.6.1.2 Listen for answers to specific questions from information presented orally.
3.LA.6.1.3 Listen and follow multiple-step oral directions.
3.LA.6.1.4 Listen to acquire and summarize information from a variety of sources. (700.01.a)

Goal 6.2: Acquire Speaking Skills

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.6.2.1 Ask for clarification and explanation of stories and ideas
- 3.LA.6.2.2 Paraphrase information that has been shared orally by others.
- 3.LA.6.2.3 Organize simple oral presentations to maintain a clear focus. [\(701.01.a\)](#)
- 3.LA.6.2.4 Retell stories or experiences, that follow a logical sequence of events.
- 3.LA.6.2.5 Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class). [\(701.01.b\)](#)

Goal 6.3: Acquire Viewing Skills

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.LA.6.3.1 Identify grade-level-appropriate traditional and non-print media as sources of information. [\(702.01.a\)](#)
- 3.LA.6.3.2 Identify the role of media in focusing people's attention on events and in forming their opinion on issues. [\(703.02.\)](#)
- 3.LA.6.3.3 Identify the difference between fact and opinion in media presentations. [\(702.03.b\)](#)

**IDAHO CONTENT STANDARDS
GRADE 4
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply skills to learn common roots and word parts derived from Greek and Latin to decode and analyze the meaning of complex words. Students apply knowledge of syllable types, syllable patterns, and context clues to decode and determine the meaning of unknown words in a passage. Students are expected to read longer expository and literary text independently with fluency.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.1.2.1 Apply knowledge of text types and formats of various kinds of text. (716.05.c)
- 4.LA.1.2.2 Use text features (e.g., heading, captions) to comprehend various print formats (e.g., news papers, reference text).
- 4.LA.1.2.3 Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations). (707.05.b)

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.1.4.1 Identify common root words, prefixes and suffixes, including Greek and Latin derivatives to decode unknown words. (707.01.e)
- 4.LA.1.4.2 Read abbreviations appropriate to grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.1.5.1 Use knowledge of syllable types and syllable patterns to decode multisyllabic words. (707.01.b)

Goal 1.6: Acquire Decoding Skills Using Context

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.1.6.1 Use context clues to aid in decoding of new words. (707.01.f)

Goal 1.7: Acquire Fluency

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.1.7.1 Read aloud grade-level-appropriate text with fluency and accuracy from at least 140 correct words per minute (Hasbrouck & Tindal).

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.1.8.1 Identify common root words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of unknown words. (707.01.e)
- 4.LA.1.8.2 Use context, synonyms, antonyms, homophones and homographs to develop an understanding of new words. (707.01.d)
- 4.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 4 content area text.
- 4.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. (707.05.a)

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies to draw inference, and conclusions from text. Students use text structure to locate information. Students identify and discuss story elements and determine literary devices in a variety of literature.

Goal 2.1: Acquire Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.2.1.1 State author's main purpose for writing various texts. (707.03.a)
- 4.LA.2.1.2 Identify cause and effect relationships in text by responding to "why", "how", and "what if" questions.
- 4.LA.2.1.3 Draw conclusions based on information gathered from text. (707.01.o)

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.2.2.1 Distinguish between facts and opinions in expository text to support comprehension.
- 4.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts
- 4.LA.2.2.3 Identify main ideas and signal words to summarize information from expository text. (707.01.h)
- 4.LA.2.2.4 Follow multi-step written directions.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.2.3.1 Identify defining characteristics of literature genres, including poetry. (707.02.a)

- 4.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. (707.02.a)
- 4.LA.2.3.3 Describe the setting and tell how it supports the story. (707.03.b)
- 4.LA.2.3.4 Explain the main problem, conflict, and resolution of a story plot. (707.03.b)
- 4.LA.2.3.5 Identify the narrator of a story (point of view).
- 4.LA.2.3.6 Identify the moral of literary selection (e.g., fables, folktales, legends).
- 4.LA.2.3.7 Identify common similes and idioms.

Standard 3: Writing Process

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students edit using a checklist or rubric. Compositions are published in an appropriate format for a specific purpose and audience.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.3.1.1 Generate ideas using prewriting strategies (e.g., writer's notebook). (708.01.a; 708.01.b)
- 4.LA.3.1.2 Generate the main idea.
- 4.LA.3.1.3 Use organizational strategies appropriate for writing. (708.01.a; 708.01.b)
- 4.LA.3.1.4 Select an appropriate writing format for purpose and audience. (708.01.a; 708.01.b; 708.01.c)
- 4.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. (708.01; 708.02.b)

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.3.3.1 Revise draft for meaning and clarity. (708.01)
- 4.LA.3.3.2 Revise draft by adding details to enhance audience understanding. (708.02.b)
- 4.LA.3.3.3 Identify and add transition words to clarify sequence.
- 4.LA.3.3.4 Rearrange words and sentences as needed to clarify meaning. (708.02.b)
- 4.LA.3.3.5 Use literary models to refine writing style.
- 4.LA.3.3.6 Use strategies to guide the revision process.

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. (708.01)

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. (708.03.b)
- 4.LA.3.5.2 Share writing with intended audience. (708.03.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narratives that show, rather than tell, the events of a story. Writing includes sensory details and figurative language. Students write summaries and reviews.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.4.1.1 Write narratives with a logical sequence of events that include a beginning, middle, and end. (708.03.a)
- 4.LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices. (708.03.a)

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.4.2.1 Write a formal letter and correctly address the envelope. Write simple directions.
- 4.LA.4.2.2 Write a report with a main idea that includes facts and details about the topic.

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.4.3.1 Write a persuasive letter that states and supports a position.

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.
- 4.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot.

Standard 5: Writing Components (708.02.a)

Students use the components of written language appropriate to this grade level. Students use simple compound sentences in writing. Students correctly use grade-level-appropriate conventions including apostrophes to show possession, and in contractions.

Goal 5.1: Acquire Handwriting Skills

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.5.1.1 Write fluently and legibly in cursive. (708.01.b)

Goal 5.2: Acquire Spelling Skills

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.5.2.1 Spell correctly Grade 4 high-frequency words and common content area (e.g. science, social studies) words. (708.02.a)
- 4.LA.5.2.2 Spell correctly Grade 4 phonetically regular words with common spelling patterns. (708.02.a)
- 4.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. (708.02.a)

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.5.3.1 Use simple and complex sentences. (708.02.b)
- 4.LA.5.3.2 Identify:
- future verb tenses (708.02.b)
 - adjectives
 - personal pronouns
 - conjunctions

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.5.4.1 Correctly punctuate and capitalize titles, books, geographical names. (708.02.a)
- 4.LA.5.4.2 Identify comma use in a direct address (“John, come here.”) and in compound sentences. (708.02.a)

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. Students speak in a manner that guides the listener to understand important ideas by using proper grammar, phrasing, pitch and modulation. Students use speaking skills to communicate for various purposes and audiences. Students identify and use a variety of visually presented material to gain new information.

Goal 6.1: Acquire Listening Skills

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.6.1.1 Listen critically to distinguish between a speaker’s opinion and verifiable facts.
- 4.LA.6.1.2 Listen for similarities and differences in various oral presentations. (709.02.b)
- 4.LA.6.1.3 Listen to acquire and summarize information from a variety of sources. (709.01.c)

Goal 6.2: Acquire Speaking Skills

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.6.2.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
- 4.LA.6.2.2 Summarize major ideas and supporting evidence presented in oral presentations.
- 4.LA.6.2.3 Organize oral presentations to maintain a clear focus. [\(710.01.b\)](#)
- 4.LA.6.2.4 Deliver narrative (story) presentations that relate ideas, observations, or memories about and event or experience.
- 4.LA.6.2.5 Engage the audience with appropriate words, facial expressions, and gestures. [\(710.01.a\)](#)

Goal 6.3: Acquire Viewing Skills

Objective(s): By the end of Grade 4, the student will be able to:

- 4.LA.6.3.1 Identify similarities and differences in a variety of viewed media. [\(711.01.a\)](#)
- 4.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.
- 4.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues. [\(711.02.a\)](#)
- 4.LA.6.3.4 Differentiate between fact and opinion in media presentations. [\(711.03.b\)](#)

**IDAHO CONTENT STANDARDS
GRADE 5
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply skills to comprehend a variety of expository and literary text. Students use less common roots, word parts, and word origins derived from Greek and Latin to decode and analyze the meaning of complex words. Students explain words with multiple meanings as well as use figurative language. Students use a variety of spelling and syllabication rules, and context clues to aid in decoding and determining the meaning of unknown words in passages, across all content areas. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.1.2.1 Identify the structural features of popular media.
- 5.LA.1.2.2 Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs. [\(716.01.i\)](#))
- 5.LA.1.2.3 Use the features of texts, such as formats, graphics diagrams, illustrations, charts, maps, and organization to find information and support understanding. [\(716.05.b; 716.05.c\)](#)

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words. [\(716.01.b\)](#)
- 5.LA.1.4.2 Read abbreviations appropriate to grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.1.5.1 Apply spelling and syllabication rules that aide in decoding and word recognition.

Goal 1.6: Acquire Decoding Skills Using Context

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.1.6.1 Use context clues to aid in decoding of new words.

Goal 1.7: Acquire Fluency

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.1.8.1 Apply root words, prefixes and suffixes, derived from Greek and Latin to determine meaning of complex words (autograph, autobiography, biography, biology). (716.01.d)
- 5.LA.1.8.2 Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. (716.01.d)
- 5.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 5 content area text.
- 5.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and, glossary to find or confirm word meanings. (716.05.a)

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate narrative and expository texts. Students use their knowledge of text structure, organization, and purpose to understand text. Students analyze and discuss story elements and literary devices to comprehend literary text. Students use multiple sources to locate information relevant to research.

Goal 2.1: Acquire Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.2.1.1 State author's purpose for writing various texts.
- 5.LA.2.1.2 Apply cause and effect relationships to gain meaning from text. (716.03.c)
- 5.LA.2.1.3 Draw valid conclusions based on information gathered from text and cite evidence to support the conclusion. (716.03.c)

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.2.2.1 Interpret details from a variety of expository texts to support comprehension.
- 5.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts
- 5.LA.2.2.3 Apply central ideas and signal words to summarize information from expository text.
- 5.LA.2.2.4 Follow multi-step written directions.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.2.3.1 Identify various genres of fiction and kinds of poetry based on their characteristics. (716.02.a)
- 5.LA.2.3.2 Analyze how a character's traits influence that character's actions. (716.03.b)
- 5.LA.2.3.3 Describe the setting and tell how it supports the story. (716.03.b)
- 5.LA.2.3.4 Analyze the main problem or conflict of a plot and explain how it was resolved. (716.03.b)
- 5.LA.2.3.5 Identify the speaker of a story and recognize the difference between first-person and third-person. (716.03.b)
- 5.LA.2.3.6 Identify the moral of literary selections (e.g., fables, folktales, legends).
- 5.LA.2.3.7 Analyze metaphors and idioms to increase comprehension. (716.01.n)

Standard 3: Writing Process

Students use all five steps of the writing process to write narrative essays. Students develop their ability to determine the purpose and intended audience of a writing piece. Students expand their revision and editing skills as they use a variety of strategies to revise and edit their own writing and that of their peers.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.3.1.1 Generate ideas using prewriting strategies. (717.01.a)
- 5.LA.3.1.2 Generate a main idea appropriate to the type of writing.
- 5.LA.3.1.3 Select organizational strategies appropriate for writing. (717.01.a)
- 5.LA.3.1.4 Select an appropriate writing format for purpose and audience.
- 5.LA.3.1.5 Plan writing to produce a piece of writing within a set time period. (717.01.a)

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea. (717.01.a)
- 5.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence.

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. (717.02.c)
- 5.LA.3.3.2 Revise draft by adding details to enhance audience understanding. (717.02.c)
- 5.LA.3.3.3 Apply and add transition words to clarify sequence. (717.02.c)
- 5.LA.3.3.4 Rearrange words, sentences, and paragraphs as needed, to clarify meaning.
- 5.LA.3.3.5 Use literary models to refine writing style.
- 5.LA.3.3.6 Apply strategies to guide the revision process.

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. (717.01.c)
- 5.LA.3.5.2 Share writing with intended audience. (717.03.b)

Standard 4: Writing Applications

Students write in a variety of formats, including persuasive, to express ideas. Students write narratives that include relevant details and precise vocabulary. Students include descriptive strategies and figurative language in their writing. Students write essays with introductory, body, and concluding paragraphs.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.4.1.1 Write short narratives that include a plot, setting, and characters. (717.03.a)
- 5.LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices. (717.02.b; 717.03.b)

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.4.2.1 Write simple technical text.
- 5.LA.4.2.2 Write a report using multiple sources that includes a main idea and facts and details about the topic.

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.4.3.1 Write a persuasive letter or composition that states and supports a position. (717.01.b)

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.
- 5.LA.4.4.2 Write responses to literature that include comments about the plot.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students use transitions and conjunctions to connect ideas. Students use conventions, including formal letter style, appropriately.

Goal 5.1: Acquire Handwriting Skills

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.5.1.1 Write fluently and legibly in print or cursive. (717.01.b)

Goal 5.2: Acquire Spelling Skills

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.5.2.1 Spell correctly Grade 5 high-frequency words and content area words. (717.02.a)
- 5.LA.5.2.2 Spell correctly common multisyllabic words that include those with Greek and Latin derivatives. (717.02.a)
- 5.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.5.3.1 Identify complex sentences with subject and verb agreement.
- 5.LA.5.3.2 Use correctly:
- future verb tenses
 - adjectives
 - personal pronouns
 - conjunctions
 - adverbs

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.5.4.1 Apply capitalization correctly in writing. (717.02.a)
- 5.LA.5.4.2 Identify a colon to introduce a list, and in a greeting. Identify quotation marks to punctuate dialogue. (717.02.a)

Standard 6: Communication

Students deliver well-organized presentations that convey ideas clearly and relate to the background and interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to effectively comprehend visually-presented information.

Goal 6.1: Acquire Listening Skills

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.6.1.1 Listen critically to interpret a speaker's verbal messages. ([718.01.c](#); [717.03.a](#))
- 5.LA.6.1.2 Listen to clarify and support spoken ideas with evidence and examples. ([717.03.a](#))
- 5.LA.6.1.3 Listen to acquire and summarize information from a variety of sources.

Goal 6.2: Acquire Speaking Skills

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.6.2.1 Ask questions that seek information not already discussed. ([718.01.c](#); [719.03.c](#))
- 5.LA.6.2.2 Deliver informative presentations about an important idea, issue, or event. ([719.03.a](#))
- 5.LA.6.2.3 Organize oral presentations to maintain a clear focus.
- 5.LA.6.2.4 Deliver oral responses to literature that summarize important events and details. ([719.02.a](#))
- 5.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest. ([719.01.a](#); [719.01.b](#))

Goal 6.3: Acquire Viewing Skills

Objective(s): By the end of Grade 5, the student will be able to:

- 5.LA.6.3.1 View media as a source for information, entertainment, and persuasion. ([720.02.a](#); [720.02.b](#))
- 5.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts, appropriate to grade level.
- 5.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues.
- 5.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.
- 5.LA.6.3.5 Use a variety of resources to produce visuals that communicate through print and non-print materials. ([720.04.a](#); [720.04.b](#))

**IDAHO CONTENT STANDARDS
GRADE 6
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students use Greek and Latin root words and affixes, rules of syllabication, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students identify and interpret figurative language. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.1.2.1 Apply the structural features of popular media.
- 6.LA.1.2.2 Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text. (725.01.a)
- 6.LA.1.2.3 Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions. (725.05.c)

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words. (725.01.a)
- 6.LA.1.4.2 Read abbreviations appropriate to grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.1.5.1 Apply spelling and syllabication rules to aid in decoding and word recognition.

Goal 1.6: Acquire Decoding Skills Using Context

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.1.6.1 Use context clues to aid in decoding of new words. (725.05.b)

Goal 1.7: Acquire Fluency

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.1.7.1 Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.1.8.1 Infer word meaning from knowledge of root words, derived from Greek and Latin
- 6.LA.1.8.2 Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. (725.05.b)
- 6.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 6 content area text.
- 6.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings and/or clarify shades of meaning.

Standard 2: Comprehension/Interpretation

Students expand comprehension by analyzing and interpreting information and ideas in a variety of grade-level-appropriate expository and literary text. Students describe and connect the essential ideas, arguments, and perspectives from multiple sources and apply knowledge of text structure, organization, and purpose to do research. Students apply more complex literary elements and devices to understand a variety of genres.

Goal 2.1: Acquire Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.2.1.1 Determine the author's purpose, stated or implied, for writing various texts. (725.05.a)
- 6.LA.2.1.2 Apply cause and effect relationships to gain meaning from text.
- 6.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.2.2.1 Apply knowledge of expository text structure to extend comprehension.
- 6.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts
- 6.LA.2.2.3 Identify the facts and details that support the author's argument and summarize the findings.
- 6.LA.2.2.4 Follow multi-step written directions.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.2.3.1 Describe different genres of fiction and kinds of poetry, and the major characteristics of each form (725.02.a)
- 6.LA.2.3.2 Distinguish between major characters and minor characters.
- 6.LA.2.3.3 Analyze the influence of the setting on the problem and resolution of the story. (725.02.d)
- 6.LA.2.3.4 Analyze the conflict of a plot and explain its resolution. (725.02.d)
- 6.LA.2.3.5 Identify the literary point of view (e.g., first person, third person) in literary text.
- 6.LA.2.3.6 Identify themes that appear in different literary works. (725.02.d)
- 6.LA.2.3.7 Identify common literary devices (e.g., flashback, foreshadowing, personification) to increase comprehension. (725.01.g)

Standard 3: Writing Process

Students use all five steps of the writing process to write clear and focused essays. Students develop skill in determining the purpose and intended audience for a piece of writing. Students use this information to determine an effective organizational structure for the writing. Students revise their writing for style and fluency.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.3.1.1 Generate ideas using prewriting strategies. (726.01.a)
- 6.LA.3.1.2 Generate a main idea appropriate to the type of writing.
- 6.LA.3.1.3 Select organizational strategies appropriate for writing.
- 6.LA.3.1.4 Apply an appropriate writing format for purpose and audience. (726.01.c)
- 6.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. (726.01.a)
- 6.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence.

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. (726.02)
- 6.LA.3.3.2 Add details to more effectively accomplish the purpose of writing. (726.02.c)
- 6.LA.3.3.3 Apply and add transition words to clarify sequence.
- 6.LA.3.3.4 Rearrange words, sentences, and paragraphs to enhance writing style. (726.02.c)
- 6.LA.3.3.5 Apply literary models to refine writing style.
- 6.LA.3.3.6 Apply strategies to guide the revision process.

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. (726.02)

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. (726.03.b; 726.04.c; 726.07.a)
- 6.LA.3.5.2 Share writing with intended audience. (726.04.c)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write expository texts that support a main idea with specific details. Students write narratives that contain identifiable plot elements. Students write original creative works.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.4.1.1 Write narratives that develop a standard plot line.
- 6.LA.4.1.2 Write a variety of expressive works that include sensory details and figurative language. (726.02.b; 726.04.c)

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. (726.07)
- 6.LA.4.2.2 Write a research report with facts, details, and examples from multiple sources. (726.06)

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.4.3.1 Write persuasive compositions that state and support a position with emotional appeals. (726.05)

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection. (726.04)
- 6.LA.4.4.2 Write responses to literature that identify the author's purpose. (726.04)

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students correctly use and punctuate a wide variety of sentences. Students use conventions, including paragraphing, to enhance their writing.

Goal 5.1: Acquire Handwriting Skills

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.5.1.1 Write fluently and legibly in print or cursive.

Goal 5.2: Acquire Spelling Skills

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.5.2.1 Spell correctly Grade 6 high-frequency words and content area words. (726.02.a)
- 6.LA.5.2.2 Spell correctly multisyllabic words that include those with Greek and Latin derivatives.
- 6.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.5.3.1 Identify complex sentences with subject and verb agreement. (726.02.c)
- 6.LA.5.3.2 Use correctly:
- future verb tenses
 - adjectives
 - personal pronouns
 - conjunctions
 - adverbs

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.5.4.1 Apply capitalization correctly in writing. (726.02.a)
- 6.LA.5.4.2 Use quotation marks and commas to punctuate dialogue. (726.02.a)

Standard 6: Communication

Students develop effective interpersonal listening skills that help them acquire and respond to a variety of electronic and live sources. Students plan and deliver oral presentations for varied purposes and audiences. Students view traditional and visually-presented material for critical analysis and evaluation.

Goal 6.1: Acquire Listening Skills

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.6.1.1 Listen in order to summarize information from a variety of sources. [\(727.01.a\)](#)
- 6.LA.6.1.2 Listen attentively to compare speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) to the nonverbal message (e.g., posture and gesture). [\(727.01.c\)](#)
- 6.LA.6.1.3 Listen to identify the tone, mood, and emotion conveyed in oral communications. [\(727.02.b\)](#)
- 6.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.

Goal 6.2: Acquire Speaking Skills

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position.
- 6.LA.6.2.2 Emphasize important points to assist the listener in following an oral presentation. [\(727.03.a\)](#)
- 6.LA.6.2.3 Organize oral presentations to maintain a clear focus.
- 6.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view. [\(727.02.a\)](#)
- 6.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest.
- 6.LA.6.2.6 Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight. [\(727.02.a\)](#)

Goal 6.3: Acquire Viewing Skills

Objective(s): By the end of Grade 6, the student will be able to:

- 6.LA.6.3.1 View media to analyze as source for information entertainment, and persuasion appropriate to grade level. [\(729.01.b\)](#)
- 6.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.
- 6.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues.
- 6.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.
- 6.LA.6.3.5 Use a variety of resources to produce visuals in order to communicate to an audience. [\(729.04.b\)](#)

**IDAHO CONTENT STANDARDS
GRADE 7
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading

Students apply Greek and Latin linguistic roots and affixes to decode and understand specialized vocabulary and to apply the precise meaning of those words across all content areas. Students apply rules of syllabication and spelling as well as context clues to decode new words and to interpret the meaning of those words in a variety of expository and literary text. Students expand reading vocabulary by correctly using idioms and words with literal and figurative meanings. Students are expected to read independently with fluency for different purposes and audiences.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.1.2.1 Apply knowledge of organizational structures to understand information in text. [\(734.05.d\)](#)
- 7.LA.1.2.2 Apply specific features of text to understand a selection including preface and appendix.
- 7.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning. [\(734.05.c\)](#)

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.1.4.1 Apply root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words. [\(734.01.a\)](#)
- 7.LA.1.4.2 Read abbreviations appropriate to grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.

Goal 1.6: Acquire Decoding Skills Using Context

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.1.6.1 Use context clues to aid in decoding of new words.

Goal 1.7: Acquire Fluency

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.1.7.1 Read grade-level- appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck& Tindal).

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.1.8.1 Apply origins of root words, prefixes and suffixes to determine the meaning of unknown words.
- 7.LA.1.8.2 Explain relationships among words including connotation/denotation antonyms, synonyms, and words with multiple meanings.
- 7.LA.1.8.3 Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. (734.01.b)
- 7.LA.1.8.4 Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary and technology sources.

Standard 2: Comprehension/Interpretation

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and literary text. Students gain understanding as they analyze and interpret details from a variety of informational text. Students read increasingly difficult grade-level-appropriate text and respond critically by analyzing literary techniques and story elements from a variety of genres.

Goal 2.1: Acquire Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.2.1.1 Evaluate the purpose and use of various texts.
- 7.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.
- 7.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.2.2.1 Analyze expository text structure to extend comprehension.
- 7.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.
- 7.LA.2.2.3 Summarize the main idea (literal or inferential) and critical details of expository text. (734.01.h; 734.04.b; 734.04.c)
- 7.LA.2.2.4 Follow multi-step written directions.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry. (734.02.b)
- 7.LA.2.3.2 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. (734.02.d)
- 7.LA.2.3.3 Explain the influence of setting on mood, character and plot of the story. (734.01.g; 734.02.d)
- 7.LA.2.3.4 Analyze plot development, including types of conflict. (734.02.d)
- 7.LA.2.3.5 Recognize points of view (e.g., first person, third person limited and omniscient). (734.02.d)
- 7.LA.2.3.6 Analyze the themes of various genres. (734.02.d)
- 7.LA.2.3.7 Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension. (734.01.g)
- 7.LA.2.3.8 Orally respond to an author's style of writing.

Standard 3: Writing Process

Students generate and organize writing ideas. Students use writing strategies appropriate to the audience and purpose of the piece. Students organize information and make decisions about supporting details and word choices in order to most effectively convey meaning. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.3.1.1 Generate ideas using a variety of prewriting strategies. (735.01)
- 7.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.
- 7.LA.3.1.3 Apply appropriate organizational strategies to plan writing. (735.01.a)
- 7.LA.3.1.4 Match appropriate writing format to purpose and audience. (735.01.c)
- 7.LA.3.1.5 Produce a written product within a set time period.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details. (735.02.c)
- 7.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.3.3.1 Revise draft for meaning, clarity and effective organization. (735.02)
- 7.LA.3.3.2 Add details and delete irrelevant or redundant information.
- 7.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization. (735.02)

- 7.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style.
- 7.LA.3.3.5 Apply literary models to refine writing style.
- 7.LA.3.3.6 Conference with others to improve writing.

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. (735.02)

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.
- 7.LA.3.5.2 Use graphics, if applicable, to further convey meaning. (735.02)
- 7.LA.3.5.3 Use appropriate technology to create a final draft. (735.02)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narrative and creative texts with descriptive language as well as responses to literature. Students write expository texts that establish a main idea and persuasive texts that state a position.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.4.1.1 Write narratives about personal events or situations.
- 7.LA.4.1.2 Create original works that include descriptive strategies and figurative language. (735.02.b; 735.04.c)

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. (735.07)
- 7.LA.4.2.2 Write a research report that supports a main idea with details compiled through a formal research process. (735.06.b)

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.4.3.1 Write persuasive compositions that state a position and support with evidence and emotional appeals (735.05.a; 735.05.b; 735.05.c)

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.4.4.1 Write responses to literature that identifies a text to self, text to world and/or text to text connection.
- 7.LA.4.4.2 Write a summary of a literary selection.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students use simple compound and complex sentences in their writing. Students correctly use conventions to facilitate a reader's understanding of a text's intended meaning.

Goal 5.1: Acquire Handwriting Skills

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.5.1.1 Write fluently and legibly in print or cursive.

Goal 5.2: Acquire Spelling Skills

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.5.2.1 Spell correctly Grade 7 high-frequency words and content area words. [\(735.02.a\)](#)
- 7.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.
- 7.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.5.3.1 Use four types of sentences correctly (exclamatory, declarative, interrogative and imperative).
- 7.LA.5.3.2 Use correctly: [\(735.02.a\)](#)
 - future verb tenses
 - adjectives
 - personal pronouns
 - conjunctions
 - adverbs

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.5.4.1 Apply capitalization correctly in writing.
- 7.LA.5.4.2 Use commas, including in appositives. Use parentheses and semicolon in writing. [\(735.02.a\)](#)

Standard 6: Communication

Students develop listening skills to make informed decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues. Students plan and develop clear informative presentations and interpretations of literary material. Students apply knowledge gained from various forms of visually presented material and media.

Goal 6.1: Acquire Listening Skills

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.6.1.1 Develop appropriate interpersonal listening skills (e.g., eye contact, body language). (736.01.c)
- 7.LA.6.1.2 Listen critically to determine the speaker's attitude toward the subject. (736.03.a)
- 7.LA.6.1.3 Listen attentively to make informal decisions about purpose, content, organization, and delivery of verbal communication and nonverbal cues. (736.03.a)
- 7.LA.6.1.4 Listen to acquire and summarize information from a variety of sources. (736.01.a)

Goal 6.2: Acquire Speaking Skills

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position. (737.03.b)
- 7.LA.6.2.2 Deliver informative presentations that: (737.02.a)
 - Organize and deliver relevant information about a focused topic.
 - Appeal to the background and interests of the audience.
 - Use a range of appropriate strategies to make the presentation engaging to the audience.
- 7.LA.6.2.3 Organize oral presentations to maintain a clear focus.
- 7.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.
- 7.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication. (737.01.a)
- 7.LA.6.2.6 Deliver oral response to literature that: (737.02.a)
 - Interpret a reading and provide insight.
 - Connect personal responses to the writer's techniques and to specific textual references.

Goal 6.3: Acquire Viewing Skills

Objective(s): By the end of Grade 7, the student will be able to:

- 7.LA.6.3.1 View media to analyze as source for information entertainment, and persuasion appropriate to grade level.
- 7.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level. (738.01.a; 738.01.b)

- 7.LA.6.3.3 Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.
- 7.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.
- 7.LA.6.3.5 Apply technical skills to produce visuals that communicate to the audience.
(737.04.b)

**IDAHO CONTENT STANDARDS
GRADE 8
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply knowledge of structural analysis to decode and analyze the meaning of complex expository and literary text. Students construct meaning by explaining relationships among words; students apply the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read independently, with fluency, for different purposes and audiences.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.1.2.1 Analyze the organizational structure of printed material and electronic sources to access information.
- 8.LA.1.2.2 Analyze specific features of text, including the preface and appendix, to understand a selection.
- 8.LA.1.2.3 Interpret graphic features of text to clarify and extend meaning.

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.1.4.1 Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words. (743.01.a)
- 8.LA.1.4.2 Read abbreviations appropriate to grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.1.5.1 Apply spelling and syllabication rules to decode unknown words. (743.01.a)

Goal 1.6: Acquire Decoding Skills Using Context

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.1.6.1 Use context clues to aid in decoding new words.

Goal 1.7: Acquire Fluency

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.1.8.1 Apply origins of root words, prefixes, and suffixes to determine the meaning of unknown words.
- 8.LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.
- 8.LA.1.8.3 Define words and concepts necessary for comprehending Grade 8 content area text.
- 8.LA.1.8.4 Clarify pronunciations, meaning, alternate word choices, parts of speech and etymology of words using the dictionary, thesaurus, glossary, and technology resources.

Standard 2: Comprehension/Interpretation

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and narrative grade-level-appropriate text. Students expand comprehension by analyzing, interpreting, and synthesizing information and ideas through a variety of texts and genres. Students gain understanding as they think critically and analyze an author's use of language, style, purpose, and perspective in text.

Goal 2.1: Acquire Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.2.1.1 Determine the relationships among facts, ideas, and events used in various texts to support a central purpose. (743.04.c)
- 8.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.
- 8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.2.2.1 Evaluate expository text structure to extend comprehension.
- 8.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts
- 8.LA.2.2.3 Apply central ideas (literal or inferential) and critical details to summarize information from expository text.
- 8.LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.2.3.1 Read and respond to literature from a variety of genres, including poetry. (743.02.a)
- 8.LA.2.3.2 Interpret how situations, actions, and other characters influence a character's personality and development. (743.03.b)
- 8.LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story. (743.03.b)
- 8.LA.2.3.4 Evaluate the structural elements of the plot and how conflicts are addressed and resolved. (743.01.b; 743.03.b)
- 8.LA.2.3.5 Explain the author's point of view and interpret how it influences the story. (743.03.a)
- 8.LA.2.3.6 Analyze the themes across various genres.

Standard 3: Writing Process

Students generate and organize writing ideas. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft. Students apply a variety of writing techniques to clarify meaning and improve fluency of their texts. Students use standard formats to guide their creation of technical texts.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.3.1.1 Generate ideas using a variety of strategies. (744.01.a; 744.01.b)
- 8.LA.3.1.2 Generate a main idea or thesis appropriate to the writing.
- 8.LA.3.1.3 Apply appropriate organizational strategies to plan writing. (744.01.a; 744.01.b)
- 8.LA.3.1.4 Match appropriate writing format to purpose and audience. (744.01.c)
- 8.LA.3.1.5 Produce a written product within a set time period.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information. (744.01.a; 744.01.b; 744.02.c)
- 8.LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (744.01; 744.02)
- 8.LA.3.3.2 Add details and delete irrelevant or redundant information.
- 8.LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization. (744.02.c)
- 8.LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style. (744.02.c)

- 8.LA.3.3.5 Apply literary models to refine writing style.
- 8.LA.3.3.6 Conference with others to improve writing. (744.01)

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.
- 8.LA.3.5.2 Use text features and graphics, if applicable, to further convey meaning.
- 8.LA.3.5.3 Use appropriate technology to create a final draft.
- 8.LA.3.5.4 Share writing with intended audience. (744.04.c)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.4.1.1 Write narratives about specific events or situations using precisely chosen details. (744.04.c)
- 8.LA.4.1.2 Create original works that include descriptive strategies and figurative language. (744.04.c)

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.4.2.1 Write technical text that identifies a sequence of activities or processes. (744.07.b)
- 8.LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs. (744.03.b)

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.4.3.1 Write persuasive compositions that state a position and support it with evidence and emotional appeals. (744.05.b; 744.05.c)

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.4.4.1 Write responses to literature that demonstrate an awareness of an author's style. (744.04.b)
- 8.LA.4.4.2 Write responses to literature that analyze an author's style.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

Goal 5.1: Acquire Handwriting Skills

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.5.1.1 Write fluently and legibly in print or cursive.

Goal 5.2: Acquire Spelling Skills

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words. (744.02.a)
- 8.LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives. (744.02.a)
- 8.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately. (744.02.a)

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex). (744.02.c)
- 8.LA.5.3.2 Use correctly: (744.02.a)
 - future verb tenses
 - adjectives
 - personal pronouns
 - conjunctions
 - adverbs

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.5.4.1 Apply capitalization correctly in writing. (744.02.a)
- 8.LA.5.4.2 Use commas, including in appositives; use parentheses, and semicolon.

Standard 6: Communication

Students acquire skills in listening that allow them to access information about various subjects. Students evaluate the content of oral communication for similarities, differences, point of view, and ask appropriate questions. Students develop and deliver oral presentations including summaries of articles and original persuasive positions. Students encourage participation by others as they exhibit courteous listening and discussion skills. Students view various media to gather and evaluate information as well as to produce effective visuals.

Goal 6.1: Acquire Listening Skills

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.6.1.1 Listen to acquire and summarize information from a variety of electronic or live sources. (745.01.a)
- 8.LA.6.1.2 Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material. (745.03.a)

Goal 6.2: Acquire Speaking Skills

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.6.2.1 Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
- 8.LA.6.2.2 Deliver oral summaries of articles that: (737.01.b)
 - Include the main ideas and the most significant details.
 - State ideas in own words, except for when quoted directly from sources.
- 8.LA.6.2.3 Organize oral presentations to maintain a clear focus.
- 8.LA.6.2.4 Deliver persuasive presentations that: (746.01.a)
 - Include a well-defined position on the topic.
 - Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.
- 8.LA.6.2.5 Use speaking techniques that include effective verbal and non-verbal communication. (746.01.a)
- 8.LA.6.2.6 Deliver oral response to literature that:
 - Interpret a reading and provide insight.
 - Connect personal responses to the writer's techniques and to specific textual references.

Goal 6.3: Acquire Viewing Skills

Objective(s): By the end of Grade 8, the student will be able to:

- 8.LA.6.3.1 View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion.
- 8.LA.6.3.2 Interpret, critique, and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and create impressions and opinions.

- 8.LA.6.3.3 Evaluate the role of media in focusing people's attention on events and in forming their opinions on issues.
- 8.LA.6.3.4 Evaluate the purpose, organization, content, and delivery of verbal communication and non-verbal cues.
- 8.LA.6.3.5 Apply technical skills and a variety of resources to produce visuals that deliver information. ([746.04.b](#))

**IDAHO CONTENT STANDARDS
GRADE 9
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 9, the student will be able to:

9.LA.1.2.1 Analyze the structure and format of various informational documents.
(752.05.c)

9.LA.1.2.2 Identify the text characteristics of different genres of literature. (752.02.a)

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

No objectives at this grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

No objectives at this grade level.

Goal 1.6: Acquire Decoding Skills Using Context

No objectives at this grade level.

Goal 1.7: Acquire Fluency

No objectives at this grade level.

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 9, the student will be able to:

9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words. (752.01.a)

- 9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. (752.01.a)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Acquire Strategies and Skill for Comprehending Text

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension. (752.05.d; 752.05.e; 752.05.f)
- 9.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
- 9.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).
- 9.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). (752.05.c)
- 9.LA.2.2.3 Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence. (752.03.a)

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.2.3.1 Read and respond to literature from a variety of genres.
- 9.LA.2.3.2 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. (752.03.b; 752.01.d)
- 9.LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text.
- 9.LA.2.3.4 Explain the author's point of view and interpret how it influences the text.
- 9.LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama.
- 9.LA.2.3.6 Analyze significant literary devices including irony and symbolism. (752.01.g)
- 9.LA.2.3.7 Compare and contrast authors' style on the basis of such elements as word choice and sentence complexity.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas including prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.3.1.1 Generate ideas using a variety of strategies. (753.01.b)
- 9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b)
- 9.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)
- 9.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b)
- 9.LA.3.1.5 Produce a piece of writing within a set period of time.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a)
- 9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.b)

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a)
- 9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b)
- 9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.02.b; 753.01.c)
- 9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 9.LA.3.3.5 Use literary models to refine writing style. (753.02.b)
- 9.LA.3.3.6 Conference with others to improve writing. (753.01.a)

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.3.4.1 Use editing marks to indicate errors in conventions.
- 9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a)

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.3.5.1 Publish improved draft.
- 9.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b)
- 9.LA.3.5.3 Use appropriate technology to produce a final draft.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.4.1.1 Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events. (753.04.c)
- 9.LA.4.1.2 Write original creative works including prose and poetry. (753.04.c)

Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a)
- 9.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. (753.05.b; 753.06.a)
- 9.LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes. (753.06.c)

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion. (753.05.b; 753.05.c; 753.06.a)

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works. (753.04.a)
- 9.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of an author's style. (753.04.a; 753.04.b)

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

Goal 5.1: Acquire Handwriting Skills

No objectives at this grade level.

Goal 5.2: Acquire Spelling Skills

No objectives at this grade level.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.5.3.1 Apply correct and varied sentence types in writing. (753.02.b)
- 9.LA.5.3.2 Edit for agreement, word usage, and fluency. (753.02.b)

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 9, the student will be able to:

- 9.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. (753.02.a)
- 9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a)

Standard 6: Communication

Goals and objectives for this standard included in Grade 9-12 Speech.

**IDAHO CONTENT STANDARDS
GRADE 10
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students in apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 10, the student will be able to:

10.LA.1.2.1 Analyze the structure and format of various informational documents.
(752.05.c)

10.LA.1.2.2 Identify the text characteristics of different genres of literature. (752.02.a)

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

No objectives at this grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

No objectives at this grade level.

Goal 1.6: Acquire Decoding Skills Using Context

No objectives at this grade level.

Goal 1.7: Acquire Fluency

No objectives at this grade level.

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 10, the student will be able to:

10.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. (752.01.a)

- 10.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. (752.01.a)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Acquire Strategies and Skill for Comprehending Text

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension. (752.02.c)
- 10.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
- 10.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.2.2.1 Critique the logic of informational texts by examining the sequence of information and procedures. (752.05.a)
- 10.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). (752.02.a; 752.03.b)
- 10.LA.2.2.3 Evaluate the comprehensiveness and validity of evidence in an author's argument. (752.03.a)

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.2.3.1 Read and respond to literature from a variety of genres.
- 10.LA.2.3.2 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. (752.03.b)
- 10.LA.2.3.3 Explain the author's point of view and interpret how it influences the text.
- 10.LA.2.3.4 Compare works that express a universal theme and provide evidence to support the views expressed in each work. (752.02.a)
- 10.LA.2.3.5 Analyze ways in which authors use imagery, figures of speech, and the "sound" of language for effect. (752.02.a; 752.02.d)
- 10.LA.2.3.6 Compare and contrast authors' styles on the basis of such elements as word choice and sentence syntax. (752.01.g)

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising drafts for content, effective transitions, and precise word choice.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.3.1.1 Generate ideas using a variety of strategies. (752.01.b)
- 10.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b)
- 10.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)
- 10.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b)
- 10.LA.3.1.5 Produce a piece of writing within a set period of time.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a)
- 10.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (752.02.b)

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a)
- 10.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b)
- 10.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.01.c; 753.02.b)
- 10.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 10.LA.3.3.5 Use literary models to refine writing style. (753.02.b)
- 10.LA.3.3.6 Conference with others to improve writing. (753.01.a)

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.3.4.1 Use editing marks to indicate errors in conventions.
- 10.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a)

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.3.5.1 Publish improved draft.
- 10.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b)
- 10.LA.3.5.3 Use appropriate technology to produce a final draft.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on technical writing.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.4.1.1 Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters. (753.04.c)
- 10.LA.4.1.2 Write original creative works including prose and poetry. (753.04.c)

Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a)
- 10.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. (753.05.b; 753.06.a)
- 10.LA.4.2.3 Write résumés, cover letters, and job applications. (753.06.c)

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.4.3.1 Write persuasive compositions that use specific rhetorical devices to support assertions (e.g., appealing to logic thorough reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy). (753.05.b; 753.05.c; 753.06.a)

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.4.4.1 Write responses to literature that demonstrate an understanding of literary elements such as plot, theme, characterization, tone, style, foreshadowing, and figurative language. (753.04.a)
- 10.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles. (753.04.a; 753.04.b)

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify and apply the correct use of major conventions.

Goal 5.1: Acquire Handwriting Skills

No objectives at this grade level.

Goal 5.2: Acquire Spelling Skills

No objectives at this grade level.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.5.3.1 Apply correct and varied sentence types in writing. (753.02.b)
- 10.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. (753.02.b)

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. (753.02.a)
- 10.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a)

Standard 6: Communication

Goals and objectives for this standard included in Grade 9-12 Speech.

**IDAHO CONTENT STANDARDS
GRADE 11
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents. (752.01.b)

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

No objectives at this grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

No objectives at this grade level.

Goal 1.6: Acquire Decoding Skills Using Context

No objectives at this grade level.

Goal 1.7: Acquire Fluency

No objectives at this grade level.

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. (752.01.a)
- 11.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature. (752.01.a)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Acquire Strategies and Skill for Comprehending Text

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.
- 11.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
- 11.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.2.2.1 Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature).
- 11.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). (752.05.a; 752.05.c)
- 11.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources. (752.03.e)

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: (752.02.c)
 - Trace the development of the major periods of American literature.
 - Contrast the major themes, styles, and trends in different periods.
 - Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting.
- 11.LA.2.3.2 Analyze how voice and the choice of a narrator affect characterization.
- 11.LA.2.3.3 Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim. (752.02)
- 11.LA.2.3.4 Evaluate the significance of various literary devices, including irony, tone, and figurative language. (752.01.g; 752.02.d)
- 11.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme. (752.02.d)

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising for fluency, clarity and voice.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.3.1.1 Generate ideas using a variety of strategies. (753.01.b)
- 11.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b)
- 11.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)
- 11.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b)
- 11.LA.3.1.5 Produce a piece of writing within a set period of time.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a)
- 11.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.b)

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a)
- 11.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b)
- 11.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.01.c; 753.02.b)
- 11.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 11.LA.3.3.5 Use literary models to refine writing style. (753.02.b)
- 11.LA.3.3.6 Conference with others to improve writing. (753.01.a)

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.3.4.1 Use editing marks to indicate errors in conventions.
- 11.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a)

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.3.5.1 Publish improved draft.
- 11.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b)
- 11.LA.3.5.3 Use appropriate technology to produce a final draft.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on persuasive writing.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.4.1.1 Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood. (753.04.c)
- 11.LA.4.1.2 Write original creative works including prose and poetry. (753.04.c)

Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a)
- 11.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page. (753.05.b; 753.06.a)
- 11.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience. (753.06.c)

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.4.3.1 Write persuasive compositions that acknowledge and refute opposing arguments. (753.05.b; 753.05.c; 753.06.a)

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text. (753.04.a)
- 11.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles. (753.04.a; 753.04.b)

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

Goal 5.1: Acquire Handwriting Skills

No objectives at this grade level.

Goal 5.2: Acquire Spelling Skills

No objectives at this grade level.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.5.3.1 Apply correct and varied sentence types in writing. [\(753.02.b\)](#)
- 11.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. [\(753.02.b\)](#)

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 11, the student will be able to:

- 11.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. [\(753.02.a\)](#)
- 11.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. [\(753.02.a\)](#)

Standard 6: Communication

Goals and objectives for this standard included in Grade 9-12 Speech.

**IDAHO CONTENT STANDARDS
GRADE 12
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents. (752.01.b)

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

No objectives at this grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

No objectives at this grade level.

Goal 1.6: Acquire Decoding Skills Using Context

No objectives at this grade level.

Goal 1.7: Acquire Fluency

No objectives at this grade level.

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. (752.01.a)

- 12.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods. (752.01.a)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Acquire Strategies and Skill for Comprehending Text

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.
- 12.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
- 12.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.2.2.1 Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches). (752.03.c)
- 12.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). (752.05.a; 752.05.c)
- 12.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources. (752.03.a)

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: (752.02.a)
- Trace the development of the major periods of British or World literature.
 - Contrast the major themes, styles, and trends in different periods.
 - Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting.
- 12.LA.2.3.2 Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (752.02)
- 12.LA.2.3.3 Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim. (752.02)

- 12.LA.2.3.4 Analyze the ways in which irony, tone, mood, symbolism, and the “sound” of language achieve specific rhetorical or aesthetic purposes. (752.02)
- 12.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme. (752.01.g; 752.02.d)

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include publishing for a specific purpose and editing for correct research components and conventions.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.3.1.1 Generate ideas using a variety of strategies. (753.01.b)
- 12.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b)
- 12.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)
- 12.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b)
- 12.LA.3.1.5 Produce a piece of writing within a set period of time.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a)
- 12.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.b)

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a)
- 12.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b)
- 12.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.01.c; 753.02.b)
- 12.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 12.LA.3.3.5 Use literary models to refine writing style. (753.02.b)
- 12.LA.3.3.6 Conference with others to improve writing. (753.01.a)

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.3.4.1 Use editing marks to indicate errors in conventions.
- 12.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a)

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.3.5.1 Publish improved draft.
- 12.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b)
- 12.LA.3.5.3 Use appropriate technology to produce a final draft. (753.03.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis will be on research writing.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.4.1.1 Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. (753.04.c)
- 12.LA.4.1.2 Write original creative works including prose and poetry. (753.04.c)

Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a)
- 12.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page. (753.05.b; 753.06.a)
- 12.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience. (753.06.c)

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.4.3.1 Write persuasive compositions that take into consideration the validity and reliability of sources. (753.05.b; 753.05.c; 753.06.a)

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text. (753.04.a)
- 12.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles. (753.04.a; 753.04.b)
- 12.LA.4.4.3 Write responses to literature that demonstrate an understanding of the author's style and an appreciation of the effects created. (753.04.a)

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

Goal 5.1: Acquire Handwriting Skills

No objectives at this grade level.

Goal 5.2: Acquire Spelling Skills

No objectives at this grade level.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.5.3.1 Apply correct and varied sentence types in writing. [\(753.02.b\)](#)
- 12.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. [\(753.02.b\)](#)

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. [\(753.02.a\)](#)
- 12.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. [\(753.02.a\)](#)

Standard 6: Communication

Goals and objectives for this standard included in Grade 9-12 Speech.

**IDAHO CONTENT STANDARDS
GRADE 9-12
SPEECH**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

No goals or objectives in Speech.

Standard 2: Comprehension/Interpretation

No goals or objectives in Speech.

Standard 3: Writing Process

No goals or objectives in Speech.

Standard 4: Writing Applications

No goals or objectives in Speech.

Standard 5: Writing Components

No goals or objectives in Speech.

Standard 6: Communication

Students apply their knowledge of communication to determine the intent and effectiveness of a message delivered by a speaker or the media. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished presentations that combine the traditional speech strategies of narration, exposition, and persuasion. Students use gestures, tone, and vocabulary appropriate to their audience and purpose.

Goal 6.1: Acquire Listening Skills

Objective(s): By the end of High School, the student will be able to:

- | | |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-12.Spch.6.1.1 | Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience. (754.02.a; 754.03.a) |
| 9-12.Spch.6.1.2 | Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. (754.01.b; 754.02.a) |
| 9-12.Spch.6.1.3 | Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence. (753.03.a) |

- 9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language. (754.03.a)
- 9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic). (754.03.a)

Goal 6.2: Acquire Speaking Skills

Objective(s): By the end of High School, the student will be able to:

- 9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources. (755.01.b)
- 9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate. (755.01.b)
- 9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. (755.01.b)
- 9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. (755.01.c)
- 9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity. (755.01.a)
- 9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.
- 9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience. (755.01.b; 755.01.c)
- 9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives. (755.01.b; 755.01.c)
- 9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. (755.02.a)
- 9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion. (755.01.a; 755.01.b; 755.01.c)
- 9-12.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media. (755.01.b)

Goal 6.3: Acquire Viewing Skills

Objective(s): By the end of High School, the student will be able to:

- 9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language). (755.01.b; 756.01.a; 756.02.a)

- 9-12.Spch.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. [\(756.03.a\)](#)
- 9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness. [\(756.03.a\)](#)
- 9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event. [\(756.02.a\)](#)
- 9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects. [\(756.02.a\)](#)